



CALIFORNIA SCHOOLS



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CALIFORNIA SCHOOLS

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Superintendent of Public Instruction

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and Publications

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APPOINTMENT OF SUPERINTENDENT OF PUBLIC INSTRUCTION

Roy E. Simpson of South Pasadena was appointed by Governor Earl Warren on November 6, 1945, to the position of Superintendent of Public Instruction for California for the unexpired term of the late Walter F. Dexter.

In announcing the appointment, Governor Warren said of Mr. Simpson: "He has been a teacher, principal, city superintendent and district superintendent and has the experience essential to the administration of the office of superintendent of public instruction. He is thoroughly acquainted with school administrators and their problems by virtue of having served as president of the state superintendents' association and by reason of his teaching activities in several parts of the state. I believe he will serve both the public school system and our state with distinction."

Superintendent Simpson was born in Santa Rosa and was educated in California, receiving the A.B. degree at Pomona College and the M.A. degree at Claremont Colleges. His first teaching position was at Anderson Union High School in Shasta County. He left Anderson in 1917 to enlist in the Army, where he served as ordnance sergeant. Returning to Anderson in 1919 he became principal of the high school and a member of the Shasta County Board of Education.

From 1927 to 1929, Mr. Simpson was principal of Emerson Junior High School at Pomona; in 1930 he was also made principal of the Pomona Evening High School and served in both capacities until 1933. For the next four years he was district superintendent of Gilroy Union High School District and Gilroy Elementary School District. In 1937 he became city superintendent of schools at Santa Cruz, leaving there in 1939 to take over the district superintendency of South Pasadena Elementary School District and of the South Pasadena-San Marino Union High School District where he served until appointed as head of the public school system of the state.

Mr. Simpson is past president of the Association of California Public School Superintendents and a member of the State Council of the California Teachers Association.

WHAT IS AUDIO-VISUAL EDUCATION?

FRANCIS W. NOEL, Chief, Division of Audio-Visual Education

As California develops a state-wide audio-visual education program, it becomes necessary to know what the State Department of Education means when it refers to audio-visual education. Some may not agree with the following explanation; however, it has grown out of the extensive use of these aids by schools and by the armed forces and is in agreement with the thinking of leaders in the field.

Even though reading this page is a visual process, few people are wont to call it visual education. On the other hand, there are those who, by their statements and their practices, would claim that casually seeing the motion picture, *Servant of the People*, an excellent film on our Constitution, is audio-visual education. They would consider the same to be true of "just looking at" a study print, a series of lantern slides, an exhibit, or of "just listening" to a radio program. Of course no thinking person would deny that some educational gains might accrue from this limited use of audio-visual materials. However, these gains are insignificant when compared to those which result if audio-visual materials are used in terms of a broader concept of audio-visual education. If the film, *Servant of the People*, has been chosen because it meets an instructional need, if it is used in terms of good instructional practices appropriate to the particular aid, and if the result of the learning experiences are evaluated, then audio-visual education, clearly conceived of as the *use of certain materials as an integral part of the educational process*, is in operation. This means (1) that the film or other aid is used in a classroom learning situation; (2) that the students know why they are seeing the film; (3) that they know how it is related to what they are studying; (4) and that they know what points to look for as they view it. It also means that there is a follow-up which will include (1) a discussion of the points which the students agreed to look for; (2) some sort of test, oral or written, to check on facts or concepts which have been gained or attitudes which have been affected; and (3) an opportunity for students to relate what they have learned to their other experiences or to apply their newly gained insights to some everyday problems. Next, the teacher makes some sort of an evaluation to determine whether the film has fulfilled its purpose and has been used successfully as an instructional tool. This evaluation may be objective or subjective, or both. It does not need to involve elaborate research. It may be a simple observation of students' interest, of the

types of questions they ask, or of the nature of the follow-up discussion. Finally, evaluation will lead the teacher to improve her utilization practices in the light of her experiences in using the film. *Audio-visual education then refers to the carefully planned and integrated use in instruction of motion pictures, slides, filmstrips, stereoscopes, study prints, micro-projectors, radio, recordings, posters, maps, charts, graphs, exhibits, objects, models, field trips, and synthetic training devices.*

The Scottish Educational Film Association conceives of audio-visual education as a "link between the concrete and the symbolic, giving meaning to the latter and understanding to the former." This concept is certainly implicit in the foregoing explanation. But audio-visual education must not be considered simply a matter of materials and techniques or a new way of teaching the same old things. The dynamic nature of the aids themselves—their content, organization and manner of presentation—make them potential means of presenting the interrelationship of our interdependent society, of presenting the new patterns of life rooted in scientific discoveries and technological advances, and a means of securing the co-operation in thought and behavior so essential to order, progress, and peace. The educational use of motion pictures, radio, slides and filmstrips, as well as of the other aids, in the classroom is a means of insuring education against isolation from the stream of world events.

As California schools move forward to the extensive and intensive state-wide use of audio-visual materials, an understanding of these concepts of *audio-visual education* will help them to develop a program which will improve and enrich instruction and hence education.

CALIFORNIA'S PROGRAM FOR CHILDREN WITH CEREBRAL PALSY

HELEN HEFFERNAN, Chief, Division of Elementary Education

In the annals of humanitarian legislation, the 1945 session of the California State Legislature has won a place of unusual significance through the enactment of legislation and the appropriation of funds to implement a comprehensive program for the diagnosis, treatment, and education of children afflicted with cerebral palsy.

Because the cerebral-palsied are the most neglected of our crippled children the question may be asked: What is cerebral palsy? According to medical experts, cerebral palsy is caused by injury to certain parts of the brain that govern muscular control. Cerebral palsy may result from several causes—a hemorrhage in the brain due to injury before, during, or after birth; a congenital malformation of the brain; encephalitis or other disease, or injury to the brain at any time during life. A number of types of muscular involvement are classified as cerebral palsy. Most commonly observed are (1) *spasticity*, a condition of tense contracted muscles, (2) *athetosis*, a condition involving constant involuntary motion, and (3) *ataxia*, involving lack of balance and co-ordination. The manifestations of cerebral palsy are quite different from those of infantile paralysis. In cerebral palsy muscular tension is increased while in infantile paralysis muscles are weakened and flaccid.

The cerebral-palsied child has been neglected in the past because of a widespread belief that feeble-mindedness was an accompaniment of the condition. Intelligence is not necessarily impaired in cerebral palsy. These children have great difficulty in expressing themselves, and because most tests of intelligence have been dependent upon verbal response, there has been a tendency to underestimate their inherent mental capacity.

J. Thomas McIntire, psychologist for the New Jersey Crippled Children's Commission, has estimated on the basis of extensive research that the distribution of cerebral-palsied children in the categories of intelligence is approximately as follows: superior, 5 per cent; high average, 10 per cent; average, 30 per cent; low average, 11 per cent; dull normal, 13 per cent; borderline, 5 per cent; feeble-minded, 26 per cent. McIntire estimates that about 70 per cent of cerebral-palsied children are teachable.

How many children are afflicted with cerebral palsy? Repeated surveys in various parts of the United States reveal that there is an annual

increment of seven cerebral-palsied children for every 100,000 of the population. Of the seven, one dies before reaching the age of 6, thus leaving approximately six cerebral-palsied children under the age of 16 for each 100,000 of the general population. Based on a study of the California state register of crippled children, the survey conducted through the schools of California in 1944, and statistics from state institutions and hospitals, it has been reliably estimated that California has approximately 7,000 cerebral-palsied children and youth under the age of 21 years. Cerebral palsy is a major cause of disability among children, being only a little less frequent than infantile paralysis as a cause of crippling.

The California State Legislature has enacted a comprehensive program involving various departments of State government in its administration. The State Department of Public Health will extend its field clinic service through which cerebral-palsied children may be referred to State cerebral palsy centers. It will also follow up the cases of children returned to local school districts and provide for physical therapy and consultation service so far as the funds available in the appropriation permit.

The following procedures by the State Department of Education have been authorized :

1. To contract with The Regents of the University of California in northern California and with the medical school of any public or private university or hospital in southern California to operate and maintain a State cerebral diagnostic and treatment center in connection with the two State cerebral-palsy schools, one to be established in northern California and one in southern California. Preliminary plans for such diagnostic and treatment centers include the provision of such personnel as a medical director, a psychologist, physical therapists, occupational therapists, medical social workers, and clerical staff. Necessary equipment for outpatient clinics and hospital service is included in the over-all plan.
2. To establish two schools for the cerebral-palsied in conjunction with diagnostic and treatment centers for the cerebral palsied. At the present time the country is being combed for specially-trained teaching personnel. In addition to the general program of education, special attention will be given to speech education, games designed to develop co-ordination, visual education. Studies throughout the country substantiate the thesis that definite physical improvement results from the educational program. It is suggested that the educational activities tend to divert some

of the excess energy output of the muscular involvement into mental channels.

The school program will co-ordinate closely with the work of the physical therapist in order that children may be helped to make each movement with a minimum of muscular effort. It will co-ordinate closely with the work of the occupational therapist because it is a well-established fact that remarkable improvement in muscular control comes about in patients through the purposeful use of their hands in work which challenges their interest.

3. To construct two buildings to house the schools for the cerebral palsied.

Present plans include the building of classrooms, library, dormitory facilities for 50 children, dining room-kitchen unit, and physical therapy space and equipment in each school. Careful study will be made of private and public institutions throughout the United States preliminary to planning these facilities.

4. To employ two Consultants in the Education of Physically-Handicapped Children in public schools and schools for the cerebral palsied. Qualified persons for these positions are now being sought.

How will the program operate? What will be the procedure with regard to a given cerebral-palsied child? The steps in the operation of the plan follow:

1. Examination in a field clinic of the Crippled Children Services, State Department of Public Health, upon referral by school authorities, physicians, city or county health department. (Address: Crippled Children Services, 739 Phelan Bldg., 760 Market Street, San Francisco 2, California.)
2. Referral to a State cerebral palsy center after preliminary diagnosis. Crippled Children Services will be available in making appointments, assisting family to obtain transportation and, if necessary, paying transportation for child to San Francisco or Los Angeles.
3. Diagnosis and prescribed treatment at cerebral-palsy center. For children requiring hospitalization and specific medical and surgical care, Crippled Children Services will arrange such care for cerebral-palsied children as for all other crippled children, utilizing available local crippled children's funds and/or State and Federal funds available for such purposes. Arrangement for payment for treatment services by parents who are able to pay will be made at center.

4. Study of each child to determine educability.
5. Period of therapy and education to establish desirable habits, varying from three months to a year.
6. Recommendations to local school districts concerning education of cerebral-palsied children returned to their homes.
7. Recommendations to field clinics for continued therapy. Development of local physical therapy services will be the responsibility of Crippled Children Services.
8. Recommendation to parents for out-of-school care of child.
9. In cases in which return to the home is not feasible or desirable, referral by cerebral-palsy center to appropriate custodial institution.

California seems to be on the way to solving one of its most difficult educational problems. The state may well be a pacemaker in establishing procedures which can be used throughout the nation. The care and treatment of the cerebral-palsied child is an area of unsolved problems. How can qualified professional personnel be secured? What facilities are most functional in the treatment and education of the cerebral palsied? How can parents, doctors, teachers, and therapists work most effectively as a team? How can local programs be related most satisfactorily to the State program? These and many other problems must be solved in bringing relief to the most neglected, least understood, and most seriously handicapped of our children.

DEPARTMENTAL COMMUNICATIONS_____

DIVISION OF TEXTBOOKS AND PUBLICATIONS

IVAN R. WATERMAN, Chief

NEW PUBLICATIONS

List of High School Textbooks. Bulletin of the California State Department of Education, Vol. XIV, No. 3, October, 1945. Pp. xviii + 62.

This bulletin is compiled and distributed annually in accordance with the state law which provides that a list shall be published of all books officially filed by publishers with the California State Department of Education for use in high schools.

Copies of the bulletin have been sent to county and city superintendents of schools and high school principals, to the clerk of the governing board of each high school district, and to each publisher whose books are listed. Additional copies may be obtained free of charge on request to the Division of Textbooks and Publications.

Vocational Education in California. Bulletin of the California State Department of Education, Vol. XIV, No. 4, November, 1945. Pp. viii + 64.

This bulletin provides information about the program for vocational education in California and the inter-relationships between vocational and general education, and explains the operation of the Federal and State vocational education acts. It outlines the purposes and services of the several bureaus that administer the program on the state level, and has separate chapters devoted to agricultural education, business education, homemaking education, trade and industrial education, and occupational information and guidance.

Copies will be sent to secondary school administrators, to directors and supervisors of vocational education, and to heads of vocational departments in secondary schools.

Directory of California Superintendents of Schools. Bulletin of the California State Department of Education, Vol. XIV, No. 5, November, 1945. Pp. vi + 26.

This directory is prepared by the Division of Research and Statistics of the California State Department of Education and published annually. It contains directories of county, city, and district superin-

tendents of schools in California as well as a directory of members of the administrative staff of the Department.

Copies of the directory are sent to all superintendents of schools in California and to a selected list of school officials and school organizations. The price to others is 15 cents plus sales tax on California orders. Requests and orders should be sent to the Division of Textbooks and Publications.

INTERPRETATIONS OF SCHOOL LAW_____

ALFRED E. LENTZ, Administrative Adviser

[The following items are merely digests, and although care is taken to state accurately the purport of the decisions and opinions reported, the items have the limitations inherent in all digests. The reader is therefore urged to examine the complete text of a decision or opinion and, when necessary, secure competent legal advice before taking any action based thereon.]

SUPREME COURT DECISIONS

Use of School Building as Civic Center as Interference with Use of Building for School Purposes

Under Education Code Sections 19431-19433, the governing board of a school district may deny an application for the use of the auditorium of a school building for authorized purposes if (1) such use would further, directly or indirectly, the overthrow of the present government of the United States or any State, Territory, or possession thereof by force or violence or other unlawful means, or (2) would interfere with the use and occupancy of the public schoolhouse and grounds as required for the purposes of the public schools of the State.

Where the governing board of a school district in acting upon an application for the use of the auditorium of a school building for a mass meeting open to the public without charge to acquaint the public with a proposed State constitutional amendment, has substantial evidence, based on affidavits and on occurrences in other places, that the proposed speaker at the meeting would arouse such organized opposition in the form of picketing of the schoolhouse resulting in boisterous and noisy demonstration that classes scheduled to be maintained elsewhere in the same building at the same time would be disturbed if not disrupted, the board may deny the application.

It is immaterial that the interference with school activities would not be of the applicant's doing. It is for the governing board of the district to determine, not who would motivate a disturbance, but how serious is the risk of disturbance. In passing upon an application for an extraneous use of a school auditorium, the board must consider the probable effect of the proposed use in the regular school program and must deny one that would lead to an interference with that program. *Payroll Guarantee Association, Inc., etc., et al., v. Board of Education of the San Francisco Unified School District et al.*, 27 A C 213.

Authority of Governing Board of School District to Require Applicant for Use of School Building under Civic Center Law to Furnish Public Liability Insurance Policy

The governing board of a school district cannot require as a condition to the granting of an application for the use of a school building under the Civic Center Law (Education Code Sections 19431-19439) for a meeting, that the applicant furnish a public liability insurance policy in the name of the district. If the cost of such insurance is necessary to such a meeting it must be borne by the school district under Education Code Section 19439.

Ellis etc., et al. v. Board of Education of the San Francisco Unified School District et al., (November 27, 1945),----A C-----.

ATTORNEY GENERAL'S OPINIONS

Payment by State Veterans Welfare Board for Education of Veterans' Dependents

Under Military and Veterans Code Sections 894 and 895, the Veterans Welfare Board may make payments for the education of dependents of veterans at the rate per month fixed by or established under the sections without regard to the actual number of days of attendance of the dependents upon school during a month.

The term "per month" as used in Military and Veterans Code Section 894 means "calendar month" and not a "school month" as defined by Education Code Section 8102. (AGO 45-124, 6 Ops. Cal. Atty. Gen. 157.)

Adoption by State Board of Education of Teachers' Manuals for Elementary Textbooks

Where the publisher of textbooks adopted by the State Board of Education for use in the public elementary schools offers to furnish enough teachers' manuals to accompany the books to supply the schools during the current school year, it is unsafe for the Board to adopt the teachers' manuals for use in the schools for a year period only since Education Code Section 11184 might be construed as requiring an adoption of the manuals for not less than six nor more than eight years and as requiring the Board to enter into a contract for not less than six years nor more than eight years for the use of the manuals in the schools. (AGO 45-182, 6 Ops. Cal. Atty. Gen. 126.)

Minimum School Term and Day of Private Schools Attended in Lieu of Attendance upon Public Schools

A private school attended by a minor under Education Code Sections 16624 and 17001 in lieu of otherwise required attendance upon a

public full-time day school is not required to be maintained for the minimum school day required of public schools by Education Code Sections 6903-6906 and Section II of Part I of the Rules and Regulations of the State Board of Education, nor is it required to be maintained for not less than 170 days in each school year as are public schools under Education Code Section 6739 except as noted in Education Code Section 6740.

The term "half day or more," as used in Education Code Section 16624 with respect to absence from attendance upon a private full time day school, means one-half or more of the full-time day of the particular private school. (AGO NS5413, 3 Ops. Cal. Atty. Gen. 257.)

Preference in Payment of Salaries to Certificated Employees Returning as Veterans to School District Service

Where the return of teachers of a school district in military service to the service of the district during a school year under Education Code Section 13204.1 causes an excess of teachers entitled to employment for the school year and the district has insufficient funds to pay the salaries of all such teachers, the teachers returned from military service must be given preference, and the contracts of the probationary teachers must be considered conditioned upon the right of returning veterans to first receive their salaries from available funds. (AGO 45-230, 6 Ops. Cal. Atty. Gen. 144.)

Rights of Probationary Employee Employed to Take Place of Teacher in Military Service upon Return of Teacher

Where a probationary teacher was employed by a school district to serve for a full school year at a fixed annual salary and was assigned to take the place of a teacher of the district absent in military service, the probationary teacher is entitled employment for the full school year even though the teacher in military service returns to his position during the school year under Education Code Section 13204.1.

If the return to the service of a school district under Education Code Section 13204.1 of teachers in military service causes an excess of teachers in the district for a school year, nevertheless all probationary teachers who have contracts of employment for the full school year are entitled to employment for the school year. (AGO 45-230, 6 Ops. Cal. Atty. Gen. 144.)

(NOTE: The Opinion of the Attorney General has been requested on the question of whether a person employed to take the place of a teacher absent in military service can be employed as a probationary employee rather than as a substitute employee.)

Determination of Right of District to Let a Contract for Work to be Done without Calling for Bids

In determining whether the governing board of a school district in letting a contract for work to be done, for which the contractor has submitted a claim of \$2700.00, complied with all the pertinent provisions of law including Education Code Sections 18051 and 18052 and Labor Code Section 1773 in such manner as to permit the payment of the claim of a contractor, the application of principles set forth in *Reams v. Cooley*, 171 Cal. 150; *Strauch v. San Mateo Junior College District*, 14 Cal. App. 1462; *Brown v. Bozeman*, 138 Cal. App. 133, and *McCormick Lumber Company v. Highland School District*, 26 Cal. App. 641 to the facts make it possible to determine the correct solution. (AGO 45-237, 6 Ops. Cal. Atty. Gen. 167.)

Dismissal of Substitute Employee Employed to Take the Place of Teacher in Military Service upon Return of Veteran

A substitute teacher employed by a school district to take the place of a teacher who entered military service may be dismissed from the service of the district under Education Code Section 13611 upon the return to the service of the district, under Education Code Section 13204.1, of the teacher in military service. (AGO 45-230, 6 Ops. Cal. Atty. Gen. 144.)

(NOTE: The Opinion of the Attorney General has been requested on the question whether a substitute employee who has been employed for a full school year can be dismissed prior to the close of the school year upon the return of a veteran.)

Validity of Provision of Contract for Inclusion of School District Employees in State Employees Retirement System Requiring Payment by District of Sums Annually for "Prior Service"

A provision in a contract between the governing board of a school district and the State Employees Retirement System under Part 3 of Division 5 of the Government Code (Sections 12009 et seq.) for the inclusion of certain employees of the district in the system which provides, under the authority of Government Code Section 20529, for the payment of a certain sum annually for 25 years by the district to the System on account of the "prior service" of such employees is not invalid because of Section 18 of Article XI of the California Constitution, since the contract may be terminated by the district under Government Code Sections 20560 and 20562 by the district's giving one year's notice to the System, thus making the contract, in a sense, a year-to-year contract. (AGO 45-218, 6 Ops. Cal. Atty. Gen. 165.)

FOR YOUR INFORMATION

SURVEY OF YOUTH CENTERS PUBLISHED

More than 3,000 teen-age centers serving about a million boys and girls have sprung up all over the United States since the start of the war, according to a survey made public recently by the Federal Security Agency's Office of Community War Services. The report indicates that most of these clubs were initiated by resourceful teen-agers themselves, many are self-operated, and in some cases are financed by the juniors. In issuing this nation-wide survey, Acting Federal Security Administrator Watson B. Miller pointed out that fun and constructive activities for young people have proved as much of a war problem in America's boom towns as the recreation needs of soldiers and war workers.

The survey, published under the title, *Youth Centers: An Appraisal and a Look Ahead*, reveals that, "while the black shadow of delinquency spread over the nation, youth in many communities found their own answer. These clubs represent an innovation in the field of youth recreation, and while they are war-born they are meeting a recognized need that has long existed. They will take their place in the permanent life of many communities. They combine the freedom of the corner drugstore and the glamor of the night club. Many have been decorated and equipped by the ingenuity of the members. They are housed in anything from a vacant store to an abandoned jail."

The pamphlet tells how teen-age clubs are initiated and how they are operated and paid for, and gives practical information on facilities, programs, rules and regulations based on a sampling of 300 representative teen-age clubs. It also gives an evaluation of these clubs by recreation specialists, and discusses their relation to other community programs for youth. Illustrated with photographs of youth centers in full swing, it should serve as a guide to both new and continuing community clubs for young people. Single copies are available from the Recreation Division of the Office of Community War Services, Federal Security Agency, Washington 25, D. C.

CANNED FOOD FOR OVERSEAS RELIEF

The United States Office of Education urges school superintendents throughout the nation to help publicize the Victory Collection of Canned Food on behalf of United Nations Relief and Rehabilitation Administration. The collection is being promoted and conducted by the Com-

munity Canning Program for Overseas Relief to meet the requests of individuals and groups who, not having access to supervised community canning centers, still wish to contribute to the collection of food for overseas relief.

All types and varieties of canned foods, packed in tin, will be accepted. Milk, both dried and canned, vegetables, fruits, juices, meats, fish, soups, baby food, and all good, edible food products can be used. Collection committees and centers can be organized locally. Instructions and suggestions can be had by writing to Dan A. West, Chief of Division of Contributed Supplies, UNRRA, 100 Maiden Lane, New York 7, N. Y.

NEGRO HISTORY WEEK, FEBRUARY 10-16, 1946

Free materials telling of the accomplishments of the Negro race and the place of the Negro in the history of America will be provided by the Association for the Study of Negro Life and History, Inc., for use in connection with the observance of Negro History Week in the public schools beginning February 10, 1946. Requests for information should be addressed to the Association, 1538 Ninth Street, N. W., Washington 1, D. C.

Negro History Week was first celebrated in 1926. Its purpose is to stress the contributions of the Negro race to American and world civilization and to combat race prejudice everywhere.

SCHOOL LIBRARY MEETINGS ANNOUNCED

The Northern Section of the School Library Association of California has recently resumed the holding of periodic luncheon and program meetings. Meetings are scheduled for February 16 and May 11, 1946, to be held in Berkeley, at the College Women's Club, Bancroft Way and College Avenue, at 12:30. Librarians, teachers, and school administrators are welcome.

ESSAY CONTEST ANNOUNCED

The Ladies Auxiliary to the Veterans of Foreign Wars of the United States announces a 1945-46 national essay contest for high school students on the subject of "What Can I Do for My Country?" Twenty-three cash awards are offered, the first prize being \$1,000. A folder containing complete information about the rules and regulations of the contest may be obtained by writing to the national headquarters of the Auxiliary at 406 West 34th Street, Kansas City 2, Missouri.

CHILDREN'S CLASSICS RECORDED

The American Library Association has announced a new activity of significance to libraries, schools, and parents. It is now distributing for its Division of Libraries for Children and Young People five records of classic children's stories told by Mrs. Gudrun Thorne-Thomsen, recognized as a master storyteller. Those available are *Gudbrand-on-the-Hillside*, *Sleeping Beauty*, *Baldur*, and *Tales from the Volsunga Saga* (two records).

These five records are the first results of a project on which children's and school librarians have been working for several years, to preserve in the simple storytelling form fine examples of stories and of the storyteller's art. The records are planned for schools and libraries, for radio and home use.

Orders should be addressed to the American Library Association, 520 North Michigan Avenue, Chicago 11, Illinois. The records are sold only in sets of five, at \$10 per set, prepaid. Individuals who are non-members of the Association may order C.O.D.

FREE BOOKLETS ON CANCER

The American Cancer Society seeks to emphasize the need for widespread information regarding the symptoms of cancer and the benefits resulting from early diagnosis and treatment. To promote study of the subject in secondary schools, the Society has recently issued two booklets for distribution: one is a short text on cancer for the use of teachers; the other, entitled *Cancer, A Challenge to Youth*, appeals directly to the high school student. Both these booklets can be obtained free in any quantity on request to the American Cancer Society, 509 Butler Building, San Francisco.

YOUNG ARTISTS' COMPETITION

The Hollywood Bowl Association and Radio Station KFI are joint sponsors of the 1945-46 Young Artists' Competition for the third consecutive season, conducted as a public enterprise to encourage the development of youthful artistic talent. The winter-spring series will be devoted to instrumental artists and the summer series to vocal artists.

Artists selected from preliminary hearings will be featured in broadcast programs over KFI. Scholarship prizes will provide further study and coaching for the most promising contestants. The winners will have opportunity for debut in solo performance with the Hollywood Bowl Symphony. Application blanks may be secured from the Director, KFI-Young Artists' Competition, 141 North Vermont Avenue, Los Angeles 4.

FREE MATERIALS AVAILABLE ON INTER-AMERICAN SUBJECTS

The U. S. Office of Education has announced that a new series of 18 loan packets on Inter-American subjects is available for use of teachers, elementary and secondary schools, college students, and adults.

The individual packets of the new series contain bibliographies, source lists, magazines, pictures, maps, units and courses of study, program outlines, skits, games, music, descriptive booklets, conference reports, reprints of articles, and pamphlets. The materials are suitable for use as teaching aids from the elementary level through college and provide timely suggestions for teachers, administrators, and librarians.

Packets are available on loan for 3 weeks without charge except that return postage is to be paid by the borrower. Requests for the packets should be addressed to the U. S. Office of Education, American Republics Section, Division of International Educational Relations, Washington 25, D. C. The titles and numbers of the packets are as follows:

Teachers' Materials

- Packet No.* 1. Sources of Instructional Material
2. Education of Spanish-speaking Children

Materials for Elementary and Secondary Schools

3. Hispanic Countries and Cities
4. Brazil
5. Social Studies
6. Music
7. Art
8. Literature
9. Spanish for the Elementary School
10. Beginning Spanish (Secondary)
11. Intermediate Spanish
12. Plays, Pageants, and Programs
13. Pan American Club Organization
14. Pan American Club Activities

Materials for College Students and Adults

15. Economic Problems
16. Current Political and Social Problems
17. Development of Pan Americanism
18. Education in Latin America

Another announcement from the Office of Education, dated October 20, 1945, indicates that more than 1,500 Kodachrome slides showing life in Central and South American republics are now available for free loan to schools and colleges. The loan period is 3 weeks. Lists of the titles of the 33 sets of slides and of the local depositories from which they can be borrowed were printed on pages 141-42 of the August, 1945, issue of *California Schools*.

PROFESSIONAL LITERATURE

- ABERNATHY, RUTH. *A Study of Expenditures and Service in Physical Education. An Analysis of Variations in Expenditure, Extent of Service, Personnel, Facilities, and Program of Physical Education in Selected Schools of New York State.* Teachers College, Columbia University, Contributions to Education, No. 904. New York: Bureau of Publications, Teachers College, Columbia University, 1944.
- Administrative Policies Handbook.* Los Angeles: Office of the County Superintendent of Schools, July 1, 1945 (mimeographed).
- ALLAND, ALEXANDER, and WISE, JAMES WATERMAN. *The Springfield Plan.* Photographs by Alexander Alland, text by James Waterman Wise. New York: The Viking Press, 1945.
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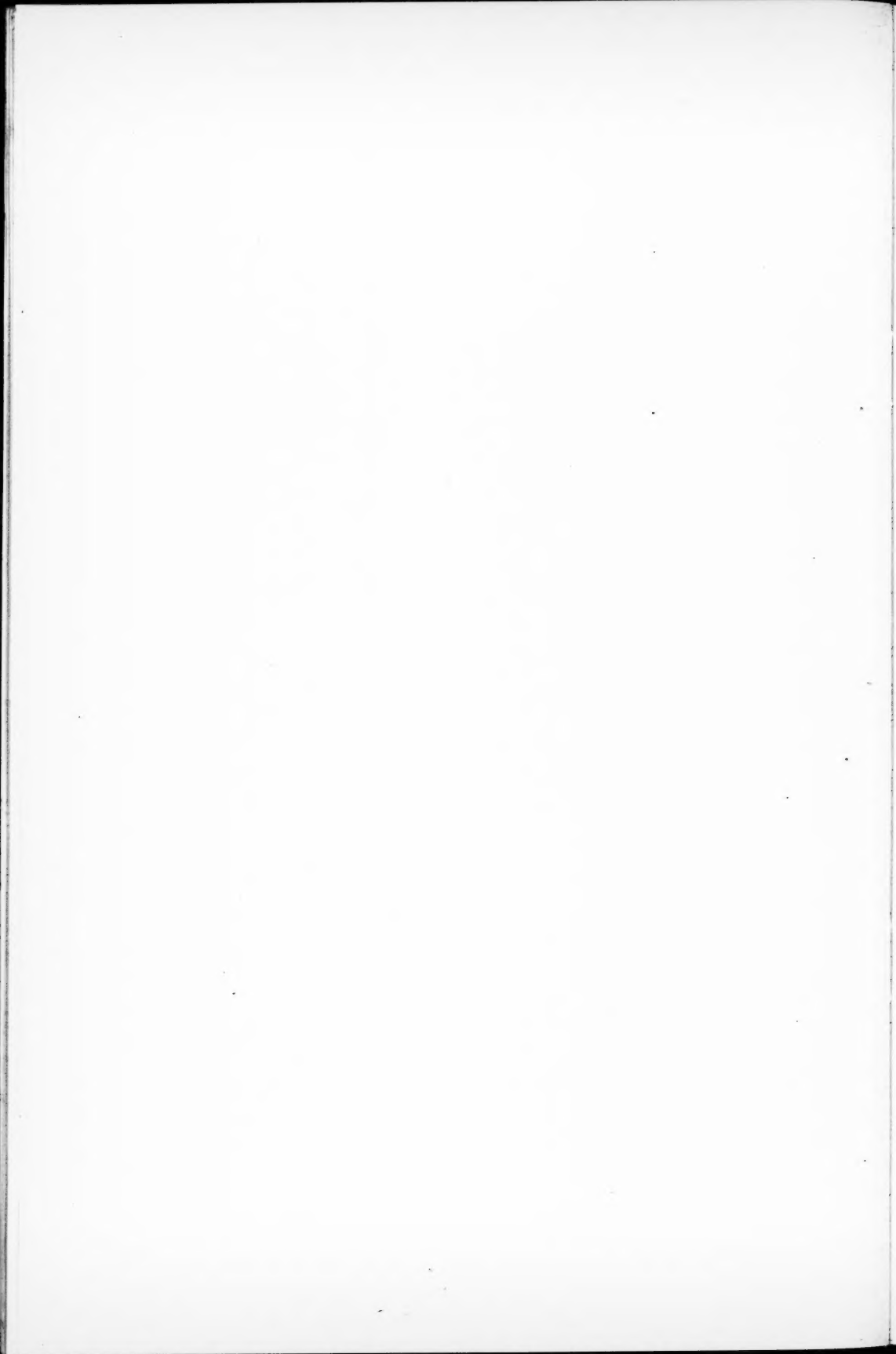
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The Index to Volume XVI of *California Schools* has been made in brief form as a part of the December issue. The editors have listed only the most important items in the section "For Your Information," and have reduced the listing of separate items to a minimum. Reference to digests of interpretations of the school law appear in the Index under "Legal Interpretations," and the various items are not cited in the general index. The abbreviations SC, AC, and AGO have been used in the legal section to show that the item is a digest of a decision of the Supreme Court, the Appellate Court, or of an opinion of the Attorney General.

The first number after each item in the Index refers to the number of the issue of *California Schools* where it may be found, and the second cites the page on which the item appears. A comma separates the number of the issue and the page reference; a semicolon separates references to the same subject.

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